



District Equity Action Plan 2019-2021



West Linn - Wilsonville School District

1. Purpose of a District Equity Action Plan

The purpose of a district Equity Action Plan is to articulate our equity-related priorities and actions in alignment with our District Mission, District Goals, School Goals, Equity Teams and overall mission of the district, “How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?”

2. District and Board Goals, current policy and actions that are congruent with a vision of equitable outcomes for all students.

1. Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.
2. Effectively use systems of professional growth, assessment for learning, social-emotional learning, equitable and inclusive practices to build competence, confidence and self-efficacy for every student.
3. Operate in an accessible and transparent manner to encourage and generate community involvement as our parents, students and community partners are an integral and valued voice in our district.
4. Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.

Frameworks for developing our theories of action, informing our instructional practices and developing goals for our equity work include:

- 5 Dimensions of Teaching and Learning (Center for Educational Leadership)
- Dimensions of Equity; Dependent Learning/Independent Learning (Z. Hammond)
- 7 Components of Inclusive Practices
- 5 Types of Racism

We have a theory that when ALL children are learning in an environment that fosters a genuine belief in their capacity and ability to learn at high levels, and gives them access to high levels of thinking and learning...more children will actually learn more every day. As teachers and leaders, our district and school equity teams work are supported by the intentional integration of professional learning about culturally responsive practices within a teaching and learning framework (5 Dimensions). The coherence that we are working towards prompts teachers and leaders to build collective capacity within this important work and, in turn, develop actions that engage students in a way that they build their own efficacy.

3. West Linn-Wilsonville School District's theory of action on leadership for equity

If we use high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes for all students while simultaneously eliminating opportunity and achievement gaps; and, if we create access to high levels of learning and engagement for all students through the use of culturally responsive practices connected to the 5 Dimensions; then, we will grow student learning, student efficacy and reduce predictability of disparities for individual children and student learner groups.

4. Supports and Resources in order to serve all students

- Teachers and school leaders use the 5 Dimensions of Teaching and Learning to commonly identify areas of instruction that include high leverage strategies, conditions for learning and a lens towards equitable outcomes for all students.
- Teachers, staff and school leaders specifically use the 5th Dimension (Classroom Environment & Culture) to identify systems and routines of a school and classrooms that reflect the values of the community, inclusivity, equity and accountability for learning.
- Teachers, staff and school leaders use the 7 Components of Inclusive & Equitable Learning Communities to identify:
 - Engagement Strategies for All Students
 - Effective Physical Spaces
 - Teaching Common Practices
 - Rituals, Routines & Recognition
 - Teaching Social-Emotional Skills
 - Restorative Practices
 - Relationships with High Expectations
- Teachers, staff and school leaders use Restorative Practices to build proactive inclusive communities as well as structures for responsive approaches when wrongdoing occurs. These practices, alongside appropriate discipline, increase a student's connection to their community while addressing the wrongdoing in an educative, holistic and healing approach.
- Teachers and school leaders use a framework and system of goal-setting within "Cycles of Inquiry" to: identify areas of academic disparity, identify instructional practices to affect change, observe the implementation of the practices, monitor the progress of student learning outcomes.
- Teachers and school leaders use professional learning structures and systems (PLCs, Triads, Levels Meetings, Professional Growth Wednesdays, planning time) to examine student learning data, identify and share high leverage instructional strategies, plan for inclusive cultures, monitor progress in order to increase student-learning outcomes and decrease learning disparities.

5. The District Equity Action Plan identifies Four Commitments to developing an inclusive and race equity culture.

COMMITMENT 1: Develop our understanding and leadership capacity around equity through learning, listening and self-reflection.

Strategies	Focus and Purpose	Participants	Target (M/Y)
1.1 District Equity Team: Representative Team (from all 16 schools and district departments); Leadership Forum	Serve as a district-wide forum to learn, practice and guide the implementation of culturally responsive practices and equitable access to learning at high levels in all schools. Achievement gaps and opportunity gaps for students across all sub-groups are eliminated. Increased access to, and participation in, AP courses and the International Science and Engineering Fair. Disproportionate identification for students receiving Special Education and disciplinary treatment is eliminated. Utilize the 5 Types of Racism, to identify and change systems at the school and district level.	All District Leaders (School, District Office, District Operations); Representatives from all 16 schools	Ongoing
1.2 School Based Equity Teams (in each of the 16 schools)	Implementation of Culturally Responsive Practices and equitable access to learning at high levels in all schools. Culturally responsive teaching practices are evidence in classrooms and school culture (using observation tools designed to identify these indicators). Restorative Practices strategies (such as community circles) are implemented in classroom routines, staff meetings and shared with parents/community. Use CEL's <i>Reflecting on our School Using an Equity Lens</i> to guide the focus and work of Equity Teams and each School Work Plan. (Appendix A)	School Principals, Assistant Principals, ICs Teachers and Staff representative of their schools	Ongoing
1.3 Superintendent Advisory Committee on Racial Equity (SACRE)	Launch a parent-participant advisory committee to: be key communicators; make recommendations to the Superintendent for changes to District policies and procedures related to equity and racism; make recommendations and examine outcomes identified in the District Equity Action Plan.	Superintendent; Parents of color representing Wilsonville and West Linn schools	2020-ongoing

1.4 Grow professional learning by attending conferences and workshops on topics of Equity, Race and Inclusive Practices	Continue to broaden and deepen staff's racial and cultural awareness by attending equity seminars and workshop events (hosted by Clackamas ESD, COSA, OSBA, Multi-City Equity Summit, WLAIC, WAIC and others) throughout the school year.	School and District Leaders, Equity Team members, staff, parents from SACRE	Ongoing
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COMMITMENT 2: Implement culturally responsive curriculum and teaching practices within an inclusive climate in classrooms and schools.

Strategies	Focus and Purpose	Participants	Target (M/Y)
2.1 Health and Wellness G. K-12	Implement Units that align with new Health and Wellness Standards; lessons that address Erin's Law and <i>Second Steps</i> . Develop a lens for equity when researching, planning, instructing, and engaging students in curriculum topics that have historically marginalized certain groups of students.	Health and Wellness Teachers; School Counselors; Nurses; Principals and Assistant Principals	Ongoing
2.2 Apply an Equity Lens to Assessment Practices	Apply Values-based Assessment, Evaluation and Grading Practices. How can assessments and grading policies avoid compounding academic differences based on gender, home language, immigrant experience, race, culture, socioeconomic status or ability? Apply the practice of grading against learning objectives, not against other students (ie, "curve").	Principals/Assistant Principals, District Leaders, Counselors, Teachers	Fall-Winter 2020, Ongoing
2.3 Collaborate with Basic Rights Oregon and TransActive (Lewis & Clark College)	Identify areas of curriculum development and provide resources that can increase inclusive views and perspectives of LGBTQ students and families. Provide professional development for teachers, staff, leaders.	Teachers and District Leaders	As needed; ongoing
2.4 Measure 98 Course Expansion and Access; College and Career Pathways and Access	Implement 9th Grade Success Teams to increase teacher-student relationships; reduce grade failures; increase 9th Grade On-Track. Expand and increase access to courses and credits for students who have historically not participated. Increase and improve communication and information sessions for first generation students and their families regarding post-high school options, opportunities, applications, scholarships, etc. and visits to campuses.	High School students, Teachers, and School Leaders; District Leaders	Ongoing

2.5 District Continuous Improvement Plan (CIP); Student Investment Account Grant (SIA)	Draft CIP with goals to increase academic achievement in Reading, Math (K-8) and increased graduation completion for all student learner groups. Include an equity lens and strategies to address access and achievement disparities. School Improvement Plans align to District CIP and identify goals for School Equity Teams to reduce barriers and increase access for all students. Student Investment Account Grant (SIA) identifies strategies that address mental and behavioral health; increase academic achievement for students who have been historically underserved.	Teachers, Staff, District Leaders Community Input	CIP and SIA Grant written for multiple years (2019-2021, 2019-2022)
2.6 Dual Language Program and Membership, Participation, and Workshop Facilitation in OABE and OALA.	Years 8&9: Curriculum alignment; instructional practices trainings and workshops; assessment development; high levels of learning. Continued development of G. K-12 Dual Language Program	All Dual Language Teachers; Principals, ICs and Assistant Principals; District Office Leadership	June 2020
2.7 Inclusive & Equitable Learning Communities	Utilize the 7 Components of Inclusive & Equitable Learning Communities to guide instructional practices and establish safe & welcoming classroom environments. To continue providing support and practical strategies—especially when working with students who have lagging social-emotional skills—the district offers a series of 5 workshops, “Inclusive Practices & Equitable Classrooms”. The workshops are co-led by district Specialists and Classroom Teachers. Use of new Panorama survey and data to examine students’ sense of belonging, relationships, inclusion, school climate and in particular examine the data from groups of students who have been historically marginalized.	All Staff Any PK-12 Teacher, School Leaders, District Leaders	Ongoing
2.8 Anti-Racism Education; Antiracism and Universal Design for Learning; Updated Social Studies and ELA Curriculum	Using Andraatesha Fitzgerald’s text, “Antiracism and Universal Design for Learning”, integrate strategies and structures for making inclusion, anti-racism and the acceptance of differences a key component of lesson planning. Implement classroom lessons (using Teaching Tolerance Anti-Bias Education,	District Office Leaders, principals, teachers, staff	Fall 2020 and ongoing

	<p><u>Stamped</u>, etc.) to engage in discussions about racism, social justice, diversity and equity.</p> <p>Ensure that updates to K-12 Social Studies and ELA curriculum are implemented into classroom lessons including Tribal History/Shared History (SB 13); Holocaust & Genocide (SB 664); and Ethnic Studies and Inclusive Education (HB 2845, HB 2023).</p>		
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COMMITMENT 3: Recruit, retain and promote staff—including staff members of color—with strong equity and anti-racist commitments, understanding and skills.

Strategies	Focus and Purpose	Participants	Target (M/Y)
3.1 OALA Mentoring Program	Identify, invite and promote teachers of color with leadership aspirations into the OALA Mentoring Program.	All teachers, PK-12, who apply and are accepted by OALA	Ongoing
3.2 Active recruitment and retention of diverse staff with strong equity commitments	Intentional invitations for conversations to promote mutual interest in working together; presence at local and regional career fairs, web presence, and advertising; participation at regional and national Dual Language conferences to promote the district vision, mission and equity work that invites others to join. Once hired, connect staff to strong school culture of support and care. All new teachers and administrators receive mentoring support. PLCs and Triads provide support in job-alike structures.	Staff at all levels: Classified, Certified, Administrators.	Ongoing
3.3 Interview and Hiring Process	Interview process at all levels (essays in applications, site-based interviews, finalist interviews) will include questions that seek out strong equity commitments, understanding and skills. Allow staff to answer questions or interview in native language if preferred. Hire staff who have values and experiences that are equity-based and fully support the district's vision and mission around inclusive practices.	Interview teams include Teachers, Specialists, Principals, ICs, Assistant Principals, HR Staff, District Leaders and Superintendent.	Ongoing

COMMITMENT 4: Collaborate with the community at large to examine and promote systems of equity and inclusion.

Strategies	Focus and Purpose	Participants	Target (M/Y)
4.1 Student Voice	Involve student voice whenever possible (equity teams, student panels, community circles) in describing their experience and informing district staff, School Board and community partner groups about the curriculum, instruction and school environment that contributes or detracts from learning or feeling included.	Students District Staff School Board Community groups	Ongoing
4.2 Community Partners	District staff and leaders partner with community organizations in prioritizing policies and systems to ensure access and inclusion to a high-quality education for every student. Invite and cultivate diverse community speakers/patrons to the classroom learning experience.	District Staff and Leaders WLAIC, WAIC All-Born (in) WL and WV City Councils; City Libraries; Law Enforcement School Board Members	Ongoing
4.3 District-Community Leadership Opportunities	Encourage School Board members to appoint committee members (Budget, Long Range Planning Committee, Task Force(s)) who represent the diversity in our school district and have strong equity commitments. Invite and encourage patrons and parents of color to be involved in local equity workshops, their PTAs, district partners (MAP, Education Foundation), WLAIC/WAIC and apply for leadership positions in the district, community, county and region.	School Board Members Patrons and Stakeholders Parents and Patrons of color or representing historically marginalized groups	
4.4 School Board	Invite Board Members into learning about equity and inclusive practices. Invite Board Members to conferences and workshops to expand and strengthen their equity lens and commitment. Encourage patrons of color to attend Board meetings, learn about Board leadership, and apply for open school board positions.	All School Board Members District Leadership Community members	Ongoing

Appendix A



Reflecting on our School Using an Equity Lens

School Climate and Culture.

1. Do we fully understand the social, cultural and economic context of our school community?
2. At our school, can we predict student success or failure based upon a social or cultural factor?
3. Is there a diversity of culture and language, race, ethnicity, gender, perspective and experience represented in the staff and in various teams within the school?
4. What evidence is there of a culture of high expectations?
5. Are we intentional about monitoring the progress of our equity work?
6. Does our school have a trusting, culturally sensitive communication process involving students, teachers, parents/guardians and community?

Leadership.

1. At our school, do we review our existing policies, processes, and procedures through an “equity lens”?
2. Do I, as a leader, interrupt inequitable practices in my school?
3. Do our mission and vision reflect our equity values?
4. Do our school displays reflect our values for inclusion and diversity?
5. What leadership opportunities are available for students?

Curriculum, Instruction and Assessment.

1. Do we use disaggregated assessment data to meet the needs of all students?
2. What is the ratio of formative to summative assessment in our school?
3. Are teachers skilled in differentiation and committed to differentiating instruction to meet the needs of each student?
4. What are the patterns of achievement among our students?
5. Which students are doing well? Why?
6. Is instruction standards-based in each classroom in our school?
7. Who is taking honors courses?
8. Who is in special education?
9. Do English language learners have purposeful opportunities to practice oral language?
10. Are we hearing student voices about their learning experience in our school?
11. How does behavior in our school impact learning?
12. Who is being suspended? For what reasons?
13. What teachers are being successful with which students, within which disciplines? Why?
14. Are we intentional about building a strong “growth mindset” in leadership, staff and students?
15. What is the general ratio of student talk to teacher talk in our school?
16. Are teachers skilled at asking higher order questions and encouraging students to think?
17. What evidence is there of students being engaged in active dialogue to promote the synthesis and analysis of ideas?

School Community.

- Do all of our families genuinely feel welcome in our school?